

5 WAYS READING RECOVERY® SUPPORTS PHONEMIC AWARENESS



Slow Articulation

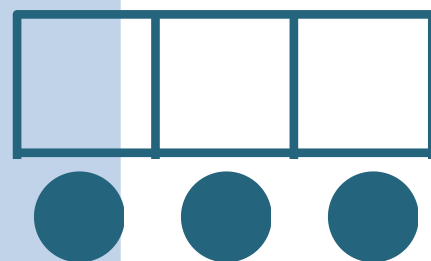
1

- Teacher explicitly models process
- Develops child's independency in saying words slowly
- Allows child to hear sounds in words clearly
- Draws attention to shape and movements of mouth
- Uses mirror as appropriate

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Elkonin Boxes

- Facilitates phonemic analysis
- Child articulates a word slowly while pushing counters into sound boxes
- Teacher explicitly teaches and scaffolds the task
- Ensures left to right movement using tactile approach



Hearing Sounds in Words

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- Teacher supports child's current learning by carefully selecting words for phonemic analysis
- Child uses their ears to develop phonemic awareness -no letters are used in the earliest stages
- Develops ability to hear, manipulate and segment sounds in sequence

4

Recording Sounds in Words

- Child records the graphemes for the phonemes heard in selected words, linking hearing with seeing
- Child initially records any sounds they hear, shifting to recording sounds in sequence
- Teacher carefully scaffolds the task
- Encourages phoneme to grapheme correspondences



Contextualised approach

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- Allows for meaningful application of phonemic analysis task using child's own written compositions
- Teaches application of phonemic analysis in reading continuous text
- Daily reassembly of cut-up story (child's written composition) reinforces phonemic analysis
- Integrates with word recognition and language comprehension

